

THE NAIS DEMOGRAPHIC CENTER Metropolitan Area Reports

CBSA¹: Denver-Aurora, CO²

Metropolitan Area Reports summarize key demographic changes for a specific geographic region, suggest strategic considerations for schools given these changes, and offer resources that can assist schools in dealing with an ever-changing marketplace. For specific demographic reports for your geographic region, please visit the NAIS Demographic Center at www.nais.org/go/demographics.

Key Findings

Increasing School-Age Population

- 1. During 2000-2008, the metropolitan area of Denver-Aurora reported an increase in the number of households with children of school age from 296,980 to 316,904 (6.71 percent). This variable is expected to continue growing during the next years, totaling 359,583 by 2013 (13.47 percent increase).
- 2. In addition, all school population groups are expected to increase during the period 2008-2013. The largest growth rate is forecasted to affect the school population younger than five years old. This group is projected to grow from 189,183 in 2008 to 203,926 in 2013 (7.79 percent), followed by teenagers between 14 and 17 years old from 140,266 in 2008 to 148,461 in 2013 (5.84 percent).
- 3. By gender, the female school population is expected to grow by 5.61 percent by the year 2013, from 315,180 to 332,877; while the male school population is predicted to grow by 6.36 percent from 342,888 in 2008 to 364,684 in 2013.

Rising Numbers of the Youngest Children

- 4. By age and gender, male children ages zero to four years old are expected to be the largest group in the Denver-Aurora metropolitan area by 2013. They are also expected to record the highest growth rate in the next years at 8.15 percent (from 98,621 in 2008 to 106,655 in 2013). Female children of the same age group are expected to record the second highest growth rate at 7.41 percent (from 90,562 in 2008 to 97,271 in 2013).
- 5. Given the previous trends, for the next five years, it is anticipated that the nursery or preschool population will grow by 11.79 percent (from 50,242 in 2008 to 56,167 in 2013). When broken down by gender, the number of boys attending nursery or preschool is expected to grow by 12.16 percent during the period 2008-2013, while

¹ CBSAs are Core Based Statistical Areas, a new census geographic area stemming from the results of the Census 2000. CBSAs combine both Metropolitan Areas (formerly MSAs) and new Micropolitan Areas. ² This CBSA area includes the following counties: Adams, CO 08001; Arapahoe, CO 08005; Broomfield, CO 08014; Clear

² This CBSA area includes the following counties: Adams, CO 08001; Arapahoe, CO 08005; Broomfield, CO 08014; Clear Creek, CO 08019; Denver, CO 08031; Douglas, CO 08035; Elbert, CO 08039; Gilpin, CO 08047; Jefferson, CO 08059; and, Park, CO 08093.



the kindergarten and grades one to four populations are projected to increase by 8.89 and 8.88 percent in each case during the same period. Also, among the female school age population, the number of girls attending nursery or preschool is expected to record the highest growth rate at 11.39 percent, followed by females attending grades nine to 12 at 8.53 during the period 2008-2013.

Moderate Growth in Private School Enrollment

- 6. While population enrolled in private schools grew by 30.21 percent, from 58,141 in 2000 to 75,707 in 2008; public school enrollment recorded an increase of more than 22 percent during the same period. By 2013, both private and public school enrollments are expected to continue growing at substantially lower rates of 8.19 percent and 8.42 percent, respectively.
- 7. By gender, during the period 2008 to 2013, male preprimary enrollment in private schools is anticipated to grow by 14.48 percent, down from 44.66 percent during 2000-2008, while the female preprimary enrollment is expected to grow by 13.69 percent, down from 39.56 percent. In contrast, the anticipated male and female enrollment growth rates for elementary and high school are 5.20 percent and 4.46 percent, respectively, both of which show a difference of more than 21 and 18 percentage points with respect to the growth levels recorded during 2000-2008.

Increasing Numbers of Minority Population

- 8. By race and ethnicity, the principal changes in the Denver-Aurora area are the declining growth rate of the white population, while Asians, 'Other³ population,' and Hispanics have increased substantially during the years 2000-2008 at 42.11 percent, 37.64 percent, and 31.90 percent, respectively.
- 9. While the white population is expected to barely increase from 1,900,383 in 2008 to 1,969,616 in 2013 (3.64 percent), minorities groups are predicted to continue increasing by 2013, especially the 'Other' population that is forecasted to grow from 353,472 in 2008 to 442,021 in 2013 (25.05 percent), followed by the Asian population growing by 19.62 percent from 93,983 in 2008 to 112,419 in 2013. The Hispanic population is forecasted also to continue growing at a lower, but still significant rate of 17.23 percent, reaching 619,834 by the year 2013. By that year, Hispanics are expected to represent over 23 percent of the population in this area, up by almost five percentage points from the percentage recorded in 2000.

Considerable Growth of Affluent Families

10. The number of families with school age children and incomes of at least \$100,000 per year is predicted to increase throughout 2013. In particular, families with children younger than five years old and income between \$125,000 and \$149,999 are expected to increase from 7,705 in 2008 to 12,807 in 2013 (66.22 percent), followed by

³ "Other race" includes all other responses not included in the "white", "black or African American", "American Indian and Alaska Native", "Asian" and "Native Hawaiian and Other Pacific Islander" race categories. Respondents providing write-in entries such as multiracial, mixed, interracial, or a Hispanic/Latino group (for example, Mexican, Puerto Rican, or Cuban) are included here.



families with children in the same age group and incomes between \$200,000 and \$349,999 who are expected to grow from 3,912 in 2008 to 6,377 in 2013 (63.01 percent). In absolute numbers, the largest group is expected to be families with children younger than five years old and incomes between \$100,000 and \$124,999 at 18,401 by 2013.

- 11. The number of Hispanic households with income of at least \$100,000 per year is projected to continue growing through 2013. In particular, households with annual incomes between \$125,000 and \$149,999 are projected to record an increase of 106.30 percent, from 9,924 in 2008 to 20,473 in 2013. A similar trend is expected for 'Other' households with incomes of at least \$100,000 per year. The highest growth rate is projected for 'Other' households with annual incomes between \$100,000 and \$124,999 at 208.11 percent from 4,289 in 2008 to 13,215 in 2013.
- 12. Although their numbers are not that large, African American households with annual incomes of at least \$100,000 per year are also predicted to grow by 2013, especially those households with incomes between \$125,000 and \$149,999 per year, who are expected to increase their numbers from 3,885 in 2008 to 6,446 in 2013 (65.92 percent). Likewise, Asian households with annual incomes of at least \$100,000 per year are forecasted to expand. For example, Asian families with annual incomes over \$200,000 are projected to soar from 2,576 in 2008 to 5,584 in 2013 (116.77 percent).
- 13. In general, the number of households with homes valued over \$500,000 reported record growth numbers during the period 2000-2008. In particular, the number of households with homes valued between \$750,000 and \$999,999 increased by 818.76 percent during this period. This positive trend is expected to continue through 2013. For instance, the number of owner households with homes valued between \$500,000 and \$749,999 is expected to increase from 34,089 in 2008 to 106,128 in 2013 (211.33 percent).

Considerable Numbers of Population with Higher Education

14. The number of people older than 25 years of age who hold college degrees in the Denver-Aurora area increased by 20.64 percent, from 326,924 in 2000 to 394,403 in 2008. This number is foreseen to continue growing, but at a lesser rate, by 2013 (10.13 percent increase). A similar pattern is observed for people older than 25 years old who hold a graduate degree. Their numbers increased from 159,233 in 2000 to 187,080 in 2008 (17.49 percent), and it is forecasted that their numbers will grow by 8.54 percent by the year 2013.

Strategic Considerations for Schools

Given the findings of this report, independent schools in the Denver-Aurora metropolitan area need to consider what strategies they will implement now to ensure full classrooms in the years ahead. For example, this may mean further diversifying their enrollment in terms of gender, ethnicity, and income. Some of the questions that schools should consider are:



General Considerations

- Considering these demographic changes, on which areas does our school most need to focus?
- Have we benchmarked our school's admission statistics? How do they look in comparison to other schools in our community? Do we understand the strengths and weaknesses of our own numbers?
- How well do we know our market? Do we know who our competitors are (other independent schools, magnet schools, charter schools, Catholic schools, home schoolers, etc.)? How familiar are people in our community with our school mission and value proposition?
- If we have feeder schools, are we watching their enrollment changes to understand how our school could be impacted?

Responding to Increasing School Age Population

- Does our school have a waiting list? Is the school working at maximum enrollment capacity already? What do our admission statistics look like (inquiries, applications, acceptances, enrollees)? Are there changes that need our attention?
- If our school is in high demand, what tuition policy should it follow?
- What are the demographic changes in the geographic areas from which we recruit students? Are the statistics more favorable in surrounding areas from which we have not traditionally recruited students? Do we need to attract this population?
- What is the typical profile of families in our school? Do we know why are they enrolling their children in our school?

Responding to Racial/Ethnic Changes

- Given the demographic changes, what percentage of students of color should the school aim for? How do our diversity numbers compare to those of this geographic region?
- What are the key characteristics that parents of color are looking for in a school? Does the school highlight these characteristics in its messages?
- What communication channels should the school use to reach out to the people of color in its community? Should the school include other languages in its communications with parents?
- Do we know why families of color who can afford our tuition are not enrolling their children in greater numbers? Do we know where these families are located?

Responding to Household Income Changes

- Can we adjust pricing to attract more middle-class families? Can we increase financial aid or structure it to increase enrollment?
- Are middle-class families aware of all the options offered to pursue an education in our school (need-based financial aid, merit awards, tuition payment plans, and tuition loan programs)?



• Are our students' grandparents nearby? What percentage of students have their tuitions paid for by their grandparents? How can we involve grandparents in the life of the school?

Financial Considerations

- If our school is facing high demand, what financial planning do we need to do to ensure a sound use of the resources?
- Are there any building maintenance or improvements that are needed? Can we afford to offer better salaries or benefits? What major investment projects are needed?
- What are the best/most profitable fund-raising activities? Is our school relying mainly on income as a source of revenues? Are there other opportunities for revenue enhancement (non-tuition options) that our school should implement?⁴
- Who are our best donors? What is their profile? Since we are dealing with different generations, do we understand how to attract them? Are they more responsive to mail or online solicitations?
- What types of causes are our donors more inclined to support? How should the school keep them informed about the use of charitable funds?

NAIS Resources that Can Help

- 1. **Trends** To stay abreast of changing trends, in addition to the NAIS Demographic Center, school administrators can check the following websites: <u>www.trendletter.com</u> and/or <u>www.hermangroup.com</u>. Also, the *NAIS Opinion Leaders' Survey* (free to browse at <u>www.nais.org</u> or buy in bulk to share) identifies what demographic, social, economic, political, scientific, and technological trends opinion leaders in education, business, and the media believe will have the greatest impact on independent education. This report also suggests actions that schools should consider now to successfully manage these important trends.
- 2. **Benchmarking** To gather data and conduct benchmark analysis, schools can participate in the StatsOnline⁵ annual survey (<u>www.nais.org</u>) that collects data on admissions, annual giving, financial aid, financial operations, salaries, schools, students, staff, and tuition. Available tools include:
 - ✓ Benchmarking tools to create custom groups and reports based upon any of the survey variables.

⁴ The 2006 NAIS Non-Tuition Survey presents alternative sources of revenue different from tuitions, annual/capital giving, and investments that many schools have in place to achieve the balance between operating expenses and affordability. <u>http://www.nais.org/resources/seriesdoc.cfm?ItemNumber=148270</u>.

⁵ StatsOnline is available to the five key administrators at each participating school, who are responsible for providing the statistical data each year. The five administrators include: head, business manager, director of admission, director of development, and director of financial aid.



- ✓ Financing Schools Calculator to project budgets based on various preferred and possible scenarios to see the impact on the "bottom line" of changes in some of the variables.
- ✓ Executive Compensation Reports that you can provide to your board or compensation committee so it can either authorize or perform a comparative compensation study (of salary, other forms of compensation, and benefits) and create a documented "rebuttable presumption" of the reasonableness of the compensation (available only to heads and business managers).
- 3. **Market Research** The report, *Marketing Independent Schools to Generation X and Minority Parents* (free to download at <u>www.nais.org/go/advocacy</u>), provides information on the factors that are relevant to families of color and Generation X parents when selecting schools for their children. It also gives specific advice on which messages to consider when reaching out to particular groups of families. In addition, the *NAIS Public Opinion Poll* (free to download at <u>www.nais.org/go/advocacy</u>) provides information on characteristics the American public associates with a quality education and their perceptions of independent schools. The members-only version of the report also includes implications and recommendations for ways schools can communicate with constituents about the value of independent education.
- 4. Advocacy and Marketing NAIS has created several resources to help you in communicating with important constituents like prospective students and families, prospective teachers, the media, and policymakers. They can help you explain the value of independent education and of your school:
 - ✓ Values Added: The Lifelong Returns of an Independent School Education (free to download at <u>www.nais.org/go/advocacy</u>).
 - ✓ Admission and Marketing Tools (brochures, ad templates, video clips, etc. at <u>www.nais.org/advocacy</u>).
 - ✓ *Communications Handbook* (free to download at www.nais.org/go/advocacy)
 - ✓ Parent Admission Brochure (view a sample as a pdf or purchase copies from the online bookstore at <u>http://transact.nais.org/Purchase/SearchCatalog.aspx</u>).



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| IndexInterfact | Kindergarten | 31,775 | 40,498 | 43,785 | 27.45 | 8.12 |
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| Index< | Grades 5 to 8 | 124,968 | 149,055 | 160,040 | 19.27 | 7.37 |
| Image: state s | Grades 9 to 12 | 121,843 | 150,051 | 162,995 | 23.15 | 8.63 |
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| Inder Population in School up CarsInternational School Up Ca | Female Enrolled in School | 217,716 | 264,339 | 285,462 | 21.41 | 7.99 |
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| Male Grades 9 to 252.8078.27688.10024.4688.72Female Population in School by Grad20.28524.05126.791118.57111.30Female Nursery or Preschool20.28524.05126.79124.387.271Grade Grades 1 to 452.28877.47183.11024.387.28Female Grades 1 to 462.28877.47183.10024.387.28Female Grades 5 to 860.61771.67576.88911.8.247.271Female Grades 5 to 860.61771.67577.89521.158.533Female Grades 9 to 1258.95371.77577.89521.158.533Female Grades 9 to 1255.83975.70781.91021.538.539Female Grades 9 to 1251.37571.689.3961.82.78711.607.901Female Grades 9 to 1251.31751.79781.91030.018.191Female Grades 9 to 1251.71751.71781.91030.018.191Female Grades 9 to 1251.71751.71781.91030.018.191Female Grades 9 to 1251.71751.71781.91030.01 <th>Male Grades 5 to 8</th> <th>64,351</th> <th>77,380</th> <th>83,151</th> <th>20.25</th> <th>7.46</th> | Male Grades 5 to 8 | 64,351 | 77,380 | 83,151 | 20.25 | 7.46 |
| Female Population in School by GradeIIIIII20.28524.05126.79118.5711.39IFemale Kindergarten15.57219.36820.77724.387.27IG20.28577.47183.11024.387.28IFemale Grades 1 to 462.28877.47183.10024.387.28IFemale Grades 5 to 860.61771.67576.89918.247.27ISensor71.77577.89521.738.53IPopulation in SchoolIIIIIIIIIIIISensor551.839598.12723.388.89ISensorIIIIIIIIIIIIISensorIIIIIISensorIIIIIIIIIIIIIIIIIIIIIISensorIII <th>Male Grades 9 to 12</th> <th>62,890</th> <th>78,276</th> <th>85,100</th> <th>24.46</th> <th>8.72</th> | Male Grades 9 to 12 | 62,890 | 78,276 | 85,100 | 24.46 | 8.72 |
| Female Nursery or Preschool20,28524,05126,79111.8.5711.3.91Image: Constraint of the semale Grades 1 to 462,28877,47183,11024.3877.28Image: Constraint of the semale Grades 5 to 860,61771,67576,88918.2477.27Image: Constraint of the semale Grades 9 to 1258,95371,77577,89521.758.53Image: Constraint of the semale Grades 9 to 1258,95371,77577,89521.758.53Image: Constraint of the semale Grades 9 to 1258,95371,77577,89521.758.53Image: Constraint of the semale Grades 9 to 1258,95371,77557,83921.758.53Image: Constraint of the semale Grades 9 to 1251,83757,839598,12723.388.39Image: Constraint of the semale Grades 9 to 12151,7571,689,3961,822,78711.6079.09Image: Constraint of the semale Grades 9 to 121,513,7571,689,3961,822,78711.6079.09Image: Constraint of the semale Grades 9 to 121,513,7571,689,3961,822,78711.601.513,757Image: Constraint of the semale Grades 9 to 1258,14175,707< | Female Population in School by Grade | | | | | |
| Female Kindergarten15,57219,36820,77724.387.721Image Grades 1 to 462,28877,47183,11024.387.28Image Grades 5 to 860,61771,67576,88918.247.271Image Grades 9 to 1258,95371,77577,89521.758.533Image Grades 9 to 12447,281551,83959,812723.388.393Image Grades 9 to 121,513,7571,689,3961,822,78711.607.904Image Grades 9 to 1258,14175,70781,91030.218.191Image Grades 9 to 1258,14175,70781,91030.218.191Image Grades 9 to 1258,14175,70781,91030.2114.10Image Grades 9 to 1258,14175,70781,91030.214.834Image Grades 9 to 1258,82327,40131,26542.1714.10Image Grades 9 to 12 <th>Female Nursery or Preschool</th> <th>20,285</th> <th>24,051</th> <th>26,791</th> <th>18.57</th> <th>11.39</th> | Female Nursery or Preschool | 20,285 | 24,051 | 26,791 | 18.57 | 11.39 |
| Female Grades 1 to 462.28877.471883,11024.387.28Female Grades 5 to 860,61771.67576,88918.247.27Female Grades 9 to 1258,95371.77577,89521.758.53Population in SchoolImage: Compute Comput | Female Kindergarten | 15,572 | 19,368 | 20,777 | 24.38 | 7.27 |
| Female Grades 5 to 860,61771,67576,88918.247.27Female Grades 9 to 1258,95371,77577,89521.758.53Population in SchoolIIIIIPopulation, Total Enrollment (Pop 3+)447,281551,839598,12723.388.39Education, Not Enrolled in School (Pop 3+)1,513,7571,689,3961,822,78711.607.90Population in Public vs Private SchoolIIIIIIIIEducation, Enrolled Private Preprimary (Pop 3+)58,14175,70781,91030.218.191Education, Enrolled Private Preprimary (Pop 3+)19,27327,40131,265442.1714.10Education, Enrolled Private School (Pop 3+)38,86848,30650,64524.284.84 | Female Grades 1 to 4 | 62,288 | 77,471 | 83,110 | 24.38 | 7.28 |
| Female Grades 9 to 1258,95371,77577,89521.758.53Image: Constraint of the cons | Female Grades 5 to 8 | 60,617 | 71,675 | 76,889 | 18.24 | 7.27 |
| Image: constraint of the section of | Female Grades 9 to 12 | 58,953 | 71,775 | 77,895 | 21.75 | 8.53 |
| Population in SchoolImage: Marcine School | | | | | | |
| Education, Total Enrollment (Pop 3+) 447,281 551,839 598,127 23.38 8.39 Education, Not Enrolled in School (Pop 3+) 1,513,757 1,689,396 1,822,787 11.60 7.90 Population in Public vs Private School Image: Component of the stress of | Population in School | | | | | |
| Education, Not Enrolled in School (Pop 3+) 1,513,757 1,689,396 1,822,787 11.60 7.90 Population in Public vs Private School Image: Comparison of the structure school (Pop 3+) </th <th>Education, Total Enrollment (Pop 3+)</th> <th>447,281</th> <th>551,839</th> <th>598,127</th> <th>23.38</th> <th>8.39</th> | Education, Total Enrollment (Pop 3+) | 447,281 | 551,839 | 598,127 | 23.38 | 8.39 |
| Population in Public vs Private SchoolImage: Constraint of the sector of th | Education, Not Enrolled in School (Pop 3+) | 1,513,757 | 1,689,396 | 1,822,787 | 11.60 | 7.90 |
| Population in Public vs Private SchoolImage: Constraint of the school schoo | | | | | | |
| Education, Enrolled Private Schools (Pop 3+) 58,141 75,707 81,910 30.21 8.19 Education, Enrolled Private Preprimary (Pop 3+) 19,273 27,401 31,265 42.17 14.10 Education, Enrolled Private Elementary or High School (Pop 3+) 38,868 48,306 50,645 24.28 4.84 | Population in Public vs Private School | | | | | |
| Education, Enrolled Private Preprimary (Pop 3+) 19,273 27,401 31,265 42.17 14.10 Education, Enrolled Private Elementary or High School (Pop 3+) 38,868 48,306 50,645 24.28 4.84 | Education, Enrolled Private Schools (Pop 3+) | 58,141 | 75,707 | 81,910 | 30.21 | 8.19 |
| Education, Enrolled Private Elementary or High School (Pop 3+) 38,868 48,306 50,645 24.28 4.84 | Education, Enrolled Private Preprimary (Pop 3+) | 19,273 | 27,401 | 31,265 | 42.17 | 14.10 |
| | Education, Enrolled Private Elementary or High School (Pop 3+) | 38,868 | 48,306 | 50,645 | 24.28 | 4.84 |

NAIS Detailed Trend Report & Analysis - 2008

| Education, Enrolled Public Schools (Pop 3+) | 389,140 | 476,132 | 516,217 | 22.35 | 8.42 |
|--|-----------|-----------|-----------|-------|-------|
| Education, Enrolled Public Preprimary (Pop 3+) | 22,323 | 22,841 | 24,902 | 2.32 | 9.02 |
| Education, Enrolled Public Elementary or High School (Pop 3+) | 366,817 | 453,291 | 491,315 | 23.57 | 8.39 |
| | | | | | |
| Population in Public vs Private School by Gender | | | | | |
| Male Population in Public vs Private School | | | | | |
| Male Education, Enrolled Private Schools (Pop 3+) | 29,827 | 39,449 | 42,825 | 32.26 | 8.56 |
| Male Education, Enrolled Private Preprimary (Pop 3+) | 9,874 | 14,284 | 16,352 | 44.66 | 14.48 |
| Male Education, Enrolled Private Elementary or High School (Pop 3+) | 19,953 | 25,165 | 26,473 | 26.12 | 5.20 |
| Male Education, Enrolled Public Schools (Pop 3+) | 199,739 | 248,050 | 269,840 | 24.19 | 8.78 |
| Male Education, Enrolled Public Preprimary (Pop 3+) | 11,437 | 11,907 | 13,024 | 4.11 | 9.38 |
| Male Education, Enrolled Public Elementary or High School (Pop 3+) | 188,302 | 236,143 | 256,816 | 25.41 | 8.75 |
| Female Population in Public vs Private School | | | | | |
| Female Education, Enrolled Private Schools (Pop 3+) | 28,314 | 36,258 | 39,085 | 28.06 | 7.80 |
| Female Education, Enrolled Private Preprimary (Pop 3+) | 9,399 | 13,117 | 14,913 | 39.56 | 13.69 |
| Female Education, Enrolled Private Elementary or High School (Pop 3+) | 18,915 | 23,141 | 24,172 | 22.34 | 4.46 |
| Female Education, Enrolled Public Schools (Pop 3+) | 189,401 | 228,082 | 246,377 | 20.42 | 8.02 |
| Female Education, Enrolled Public Preprimary (Pop 3+) | 10,886 | 10,934 | 11,878 | 0.44 | 8.63 |
| Female Education, Enrolled Public Elementary or High School (Pop 3+) | 178,515 | 217,148 | 234,499 | 21.64 | 7.99 |
| | | | | | |
| Population by Race | | | | | |
| White Population, Alone | 1,739,132 | 1,900,383 | 1,969,616 | 9.27 | 3.64 |
| Black Population, Alone | 116,726 | 137,567 | 160,199 | 17.85 | 16.45 |
| Asian Population, Alone | 66,133 | 93,983 | 112,419 | 42.11 | 19.62 |
| Other Population | 256,812 | 353,472 | 442,021 | 37.64 | 25.05 |
| | | | | | |
| Population by Ethnicity | | | | | |
| Hispanic Population | 400,850 | 528,738 | 619,834 | 31.90 | 17.23 |
| White Non-Hispanic Population | 1,547,396 | 1,624,668 | 1,657,166 | 4.99 | 2.00 |
| | | | | | |
| Population by Race As Percent of Total Population | | | | | |
| Percent of White Population, Alone | 79.82 | 76.46 | 73.38 | -4.21 | -4.03 |
| Percent of Black Population, Alone | 5.36 | 5.53 | 5.97 | 3.17 | 7.96 |
| | | | | | |

| Percent of Asian Population, Alone | 3.04 | 3.78 | 4.19 | 24.34 | 10.85 |
|--|---------|---------|---------|--------|--------|
| Percent of Other Population | 11.79 | 14.22 | 16.47 | 20.61 | 15.82 |
| | | | | | |
| Population by Ethnicity As Percent of Total Population | | | | | |
| Percent of Hispanic Population | 18.40 | 21.27 | 23.09 | 15.60 | 8.56 |
| Percent of White Non-Hispanic Population | 71.02 | 65.37 | 61.74 | -7.96 | -5.55 |
| | | | | | |
| Educational Attainment | | | | | |
| Education Attainment, College (Pop 25+) | 326,924 | 394,403 | 434,343 | 20.64 | 10.13 |
| Education Attainment, Graduate Degree (Pop 25+) | 159,233 | 187,080 | 203,053 | 17.49 | 8.54 |
| | | | | | |
| Household Income | | | | | |
| Household Income, Median (\$) | 52,035 | 65,177 | 82,937 | 25.26 | 27.25 |
| Household Income, Average (\$) | 66,376 | 83,897 | 112,323 | 26.40 | 33.88 |
| | | | | | |
| Households by Income | | | | | |
| Households with Income Less than \$25,000 | 166,122 | 147,575 | 112,124 | -11.16 | -24.02 |
| Households with Income \$25,000 to \$49,999 | 244,467 | 221,384 | 177,216 | -9.44 | -19.95 |
| Households with Income \$50,000 to \$74,999 | 188,557 | 194,489 | 184,827 | 3.15 | -4.97 |
| Households with Income \$75,000 to \$99,999 | 112,152 | 150,346 | 194,566 | 34.06 | 29.41 |
| Households with Income \$100,000 to \$124,999 | 59,647 | 99,625 | 149,579 | 67.02 | 50.14 |
| Households with Income \$125,000 to \$149,999 | 29,825 | 61,018 | 99,234 | 104.59 | 62.63 |
| Households with Income \$150,000 to \$199,999 | 25,370 | 46,597 | 69,971 | 83.67 | 50.16 |
| Households with Income \$200,000 and Over | 25,740 | 53,031 | 84,360 | 106.03 | 59.08 |
| | | | | | |
| Families by Age of Children and Income | | | | | |
| Families with one or more children aged 0-4 and Income \$100,000 to \$124,999 | 7,540 | 12,311 | 18,401 | 63.28 | 49.47 |
| Families with one or more children aged 5-9 and Income \$100,000 to \$124,999 | 7,673 | 12,317 | 17,993 | 60.52 | 46.08 |
| Families with one or more children aged 10-13 and Income \$100,000 to \$124,999 | 6,036 | 9,067 | 13,153 | 50.22 | 45.06 |
| Families with one or more children aged 14-17 and Income \$100,000 to \$124,999 | 5,885 | 9,128 | 13,396 | 55.11 | 46.76 |
| Families with one or more children aged 0-4 and Income \$125,000 to \$149,999 | 3,767 | 7,705 | 12,807 | 104.54 | 66.22 |
| Families with one or more children aged 5-9 and Income \$125,000 to \$149,999 | 3,833 | 7,709 | 12,523 | 101.12 | 62.45 |
| Families with one or more children aged 10-13 and Income \$125,000 to \$149,999 | 3,015 | 5,675 | 9,155 | 88.23 | 61.32 |

NAIS Detailed Trend Report & Analysis - 2008

| Families with one or more children aged 14-17 and Income \$125,000 to \$149,999 | 2,940 | 5,713 | 9,324 | 94.32 | 63.21 |
|--|---------|---------|----------|--------|--------|
| Families with one or more children aged 0-4 and Income \$150,000 to \$199,999 | 3,207 | 5,870 | 9,119 | 83.04 | 55.35 |
| Families with one or more children aged 5-9 and Income \$150,000 to \$199,999 | 3,264 | 5,873 | 8,916 | 79.93 | 51.81 |
| Families with one or more children aged 10-13 and Income \$150,000 to \$199,999 | 2,567 | 4,324 | 6,518 | 68.45 | 50.74 |
| Families with one or more children aged 14-17 and Income \$150,000 to \$199,999 | 2,503 | 4,352 | 6,639 | 73.87 | 52.55 |
| Families with one or more children aged 0-4 and Income \$200,000 to \$349,999 | 1,913 | 3,912 | 6,377 | 104.50 | 63.01 |
| Families with one or more children aged 5-9 and Income \$200,000 to \$349,999 | 1,947 | 3,914 | 6,236 | 101.03 | 59.33 |
| Families with one or more children aged 10-13 and Income \$200,000 to \$349,999 | 1,532 | 2,881 | 4,558 | 88.05 | 58.21 |
| Families with one or more children aged 14-17 and Income \$200,000 to \$349,999 | 1,493 | 2,901 | 4,643 | 94.31 | 60.05 |
| Families with one or more children aged 0-4 and Income \$350,000 and over | 1,435 | 2,947 | 4,765 | 105.37 | 61.69 |
| Families with one or more children aged 5-9 and Income \$350,000 and over | 1,461 | 2,948 | 4,659 | 101.78 | 58.04 |
| Families with one or more children aged 10-13 and Income \$350,000 and over | 1,149 | 2,170 | 3,406 | 88.86 | 56.96 |
| Families with one or more children aged 14-17 and Income \$350,000 and over | 1,120 | 2,185 | 3,469 | 95.09 | 58.76 |
| | | | | | |
| Households by Home Value | | | | | |
| Housing, Owner Households Valued Less than \$250,000 | 447,896 | 277,684 | 149,980 | -38.00 | -45.99 |
| Housing, Owner Households Valued \$250,000-\$299,999 | 47,554 | 148,306 | 93,452 | 211.87 | -36.99 |
| Housing, Owner Households Valued \$300,000-\$399,999 | 39,790 | 61,119 | 144,075 | 53.60 | 135.73 |
| Housing, Owner Households Valued \$400,000-\$499,999 | 16,000 | 102,994 | 116,847 | 543.71 | 13.45 |
| Housing, Owner Households Valued \$500,000-\$749,999 | 12,789 | 34,089 | 106,128 | 166.55 | 211.33 |
| Housing, Owner Households Valued \$750,000-\$999,999 | 3,885 | 35,694 | 92,490 | 818.76 | 159.12 |
| Housing, Owner Households Valued More than \$1,000,000 | 3,285 | 13,044 | 49,253 | 297.08 | 277.59 |
| | | | | | |
| Households by Length of Residence | | | | | |
| Length of Residence Less than 2 Years | 61,818 | 97,481 | 126,315 | 57.69 | 29.58 |
| Length of Residence 3 to 5 Years | 92,727 | 146,221 | 189,473 | 57.69 | 29.58 |
| Length of Residence 6 to 10 Years | 273,456 | 308,651 | 336,969 | 12.87 | 9.17 |
| Length of Residence More than 10 Years | 423,878 | 421,712 | 419,120 | -0.51 | -0.61 |
| | | | | | |
| Households by Race and Income | | | <u> </u> | | |

| White Households by Income | | | | | |
|---|---------|---------|---------|--------|--------|
| White Households with Income Less than \$25,000 | 126,530 | 100,109 | 70,253 | -20.88 | -29.82 |
| White Households with Income \$25,000 to \$49,999 | 198,093 | 163,014 | 120,067 | -17.71 | -26.35 |
| White Households with Income \$50,000 to \$74,999 | 160,907 | 155,147 | 136,915 | -3.58 | -11.75 |
| White Households with Income \$75,000 to \$99,999 | 99,807 | 128,007 | 151,013 | 28.25 | 17.97 |
| White Households with Income \$100,000 to \$124,999 | 54,468 | 88,875 | 124,334 | 63.17 | 39.90 |
| White Households with Income \$125,000 to \$149,999 | 27,269 | 55,449 | 87,694 | 103.34 | 58.15 |
| White Households with Income \$150,000 to \$199,999 | 23,646 | 42,818 | 63,465 | 81.08 | 48.22 |
| White Households with Income \$200,000 and Over | 24,348 | 49,866 | 77,618 | 104.81 | 55.65 |
| | | | | | |
| Black Households by Income | | | | | |
| Black Households with Income Less than \$25,000 | 14,706 | 13,500 | 12,616 | -8.20 | -6.55 |
| Black Households with Income \$25,000 to \$49,999 | 15,129 | 15,201 | 16,373 | 0.48 | 7.71 |
| Black Households with Income \$50,000 to \$74,999 | 8,228 | 10,603 | 12,684 | 28.86 | 19.63 |
| Black Households with Income \$75,000 to \$99,999 | 3,759 | 7,211 | 11,732 | 91.83 | 62.70 |
| Black Households with Income \$100,000 to \$124,999 | 1,651 | 3,885 | 6,446 | 135.31 | 65.92 |
| Black Households with Income \$125,000 to \$149,999 | 730 | 2,111 | 3,490 | 189.18 | 65.32 |
| Black Households with Income \$150,000 to \$199,999 | 503 | 1,215 | 1,818 | 141.55 | 49.63 |
| Black Households with Income \$200,000 and Over | 363 | 1,047 | 1,603 | 188.43 | 53.10 |
| | | | | | |
| Asian Households by Income | | | | | |
| Asian Households with Income Less than \$25,000 | 4,090 | 5,005 | 3,988 | 22.37 | -20.32 |
| Asian Households with Income \$25,000 to \$49,999 | 6,151 | 7,577 | 6,824 | 23.18 | -9.94 |
| Asian Households with Income \$50,000 to \$74,999 | 5,043 | 6,850 | 6,260 | 35.83 | -8.61 |
| Asian Households with Income \$75,000 to \$99,999 | 2,584 | 4,672 | 8,721 | 80.80 | 86.67 |
| Asian Households with Income \$100,000 to \$124,999 | 1,241 | 2,576 | 5,584 | 107.57 | 116.77 |
| Asian Households with Income \$125,000 to \$149,999 | 717 | 1,444 | 2,793 | 101.39 | 93.42 |
| Asian Households with Income \$150,000 to \$199,999 | 472 | 1,127 | 1,906 | 138.77 | 69.12 |
| Asian Households with Income \$200,000 and Over | 404 | 959 | 2,014 | 137.38 | 110.01 |
| | | | | | |
| Other Households by Income | | | | | |
| Other Households with Income Less than \$25,000 | 20,796 | 28,961 | 25,267 | 39.26 | -12.76 |
| Other Households with Income \$25,000 to \$49,999 | 25,094 | 35,592 | 33,952 | 41.83 | -4.61 |
| Other Households with Income \$50,000 to \$74,999 | 14,379 | 21,889 | 28,968 | 52.23 | 32.34 |
| Other Households with Income \$75,000 to \$99,999 | 6,002 | 10,456 | 23,100 | 74.21 | 120.93 |
| Other Households with Income \$100,000 to \$124,999 | 2,287 | 4,289 | 13,215 | 87.54 | 208.11 |

NAIS Detailed Trend Report & Analysis - 2008

| Other Households with Income \$125,000 to \$149,999 | 1,109 | 2,014 | 5,257 | 81.61 | 161.02 |
|---|---------|---------|---------|--------|--------|
| Other Households with Income \$150,000 to \$199,999 | 749 | 1,437 | 2,782 | 91.86 | 93.60 |
| Other Households with Income \$200,000 and Over | 625 | 1,159 | 3,125 | 85.44 | 169.63 |
| | | | | | |
| Households by Ethnicity and Income | | | | | |
| Hispanic Households by Income | | | | | |
| Hispanic Households with Income Less than \$25,000 | 31,709 | 38,204 | 34,872 | 20.48 | -8.72 |
| Hispanic Households with Income \$25,000 to \$49,999 | 39,235 | 49,451 | 49,611 | 26.04 | 0.32 |
| Hispanic Households with Income \$50,000 to \$74,999 | 22,537 | 33,796 | 42,969 | 49.96 | 27.14 |
| Hispanic Households with Income \$75,000 to \$99,999 | 9,976 | 20,214 | 36,404 | 102.63 | 80.09 |
| Hispanic Households with Income \$100,000 to \$124,999 | 3,847 | 9,924 | 20,473 | 157.97 | 106.30 |
| Hispanic Households with Income \$125,000 to \$149,999 | 1,587 | 4,339 | 8,907 | 173.41 | 105.28 |
| Hispanic Households with Income \$150,000 to \$199,999 | 1,047 | 2,813 | 4,618 | 168.67 | 64.17 |
| Hispanic Households with Income \$200,000 and Over | 926 | 2,281 | 4,283 | 146.33 | 87.77 |
| | | | | | |
| White Non-Hispanic Households by Income | | | | | |
| White Non-Hispanic Households with Income Less than \$25,000 | 110,536 | 83,597 | 55,746 | -24.37 | -33.32 |
| White Non-Hispanic Households with Income \$25,000 to \$49,999 | 180,079 | 141,087 | 97,611 | -21.65 | -30.82 |
| White Non-Hispanic Households with Income \$50,000 to \$74,999 | 150,212 | 136,854 | 114,955 | -8.89 | -16.00 |
| White Non-Hispanic Households with Income \$75,000 to \$99,999 | 94,355 | 111,908 | 127,769 | 18.60 | 14.17 |
| White Non-Hispanic Households with Income \$100,000 to \$124,999 | 52,058 | 77,580 | 107,111 | 49.03 | 38.07 |
| White Non-Hispanic Households with Income \$125,000 to \$149,999 | 26,270 | 48,676 | 77,318 | 85.29 | 58.84 |
| White Non-Hispanic Households with Income \$150,000 to \$199,999 | 22,919 | 38,266 | 57,177 | 66.96 | 49.42 |
| White Non-Hispanic Households with Income \$200,000 and Over | 23,673 | 45,153 | 71,345 | 90.74 | 58.01 |

Footnotes:

In the year 2000, the US Census changed the way it collected race data allowing respondents to report as many race categories as were necessary to identify themselves. Also, note that the federal government considers race and Hispanic origin to be two separate and distinct concepts. Peoples of Hispanic origin can be of any race.

The Median Household Income is the midpoint income in a ranking from low to high. Average Household Income is the sum of all incomes divided by the number of households.

Education Total Enrollment refers to the total population age 3 and above enrolled in school in this geography. Education Not Enrolled in School refers to the total population age 3 and above not enrolled in school in this geography.

Easy Analytic Software, Inc. (EASI) is the source of all updated estimates. All other data are derived from the US Census and other official government sources.

All estimates are as of 1/1/2008 unless otherwise stated.

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